



PRACTICING  
MINDFULNESS

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*Llamas With Balloons, Gray Malin, 2017*

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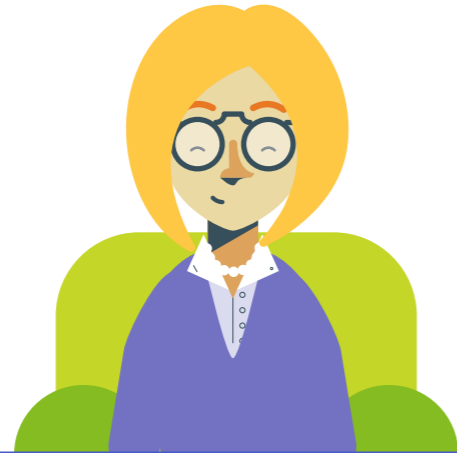


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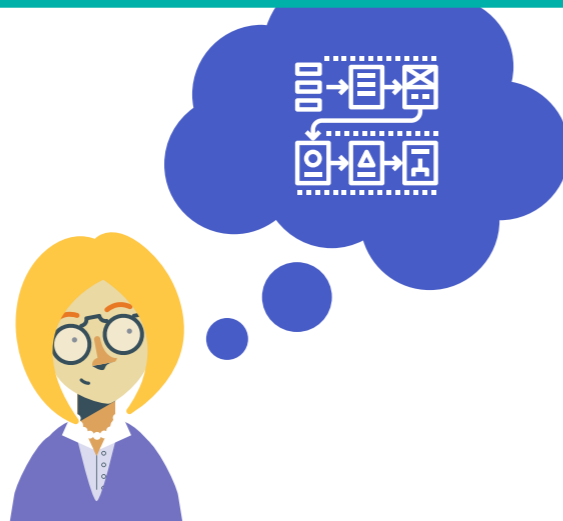
# 3 MINDFULNESS APPROACHES

## RELAXATION



The ability to achieve a state free of tension and anxiety.

## OBSERVING AND COGNITIVE DE-CENTERING



The ability to observe your thinking without being pulled into the content.

## STRESS INTOLERANCE



The ability to stay relaxed and composed when faced with difficulties. Having positive stress tolerance is being able to stay calm without getting carried away by strong emotions of helplessness or hopelessness.

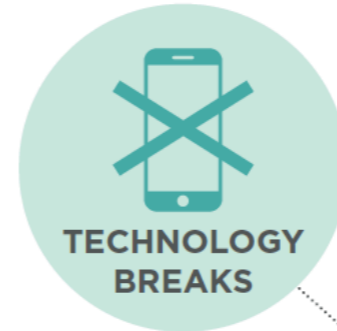


*(Burrows, Filter, 2010)*

# 7 MINDFULNESS STRATEGIES

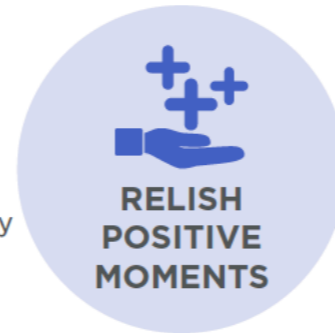
## *Don't let your tech tools rule your day!*

- Check email only at certain times
- Delete distracting apps
- Turn off notifications
- Set a do not disturb message for specific times
- If you can't let go entirely, take 15 minute breaks, and walk away from your device



## *Take time to relish those daily wins!*

- When you experience something positive - stay with the feeling
- Let the feeling sink in for at least 30 seconds
- Feel the emotion throughout your whole body
- Dwell on why the experience feels so good
- Repeat this process half a dozen times a day



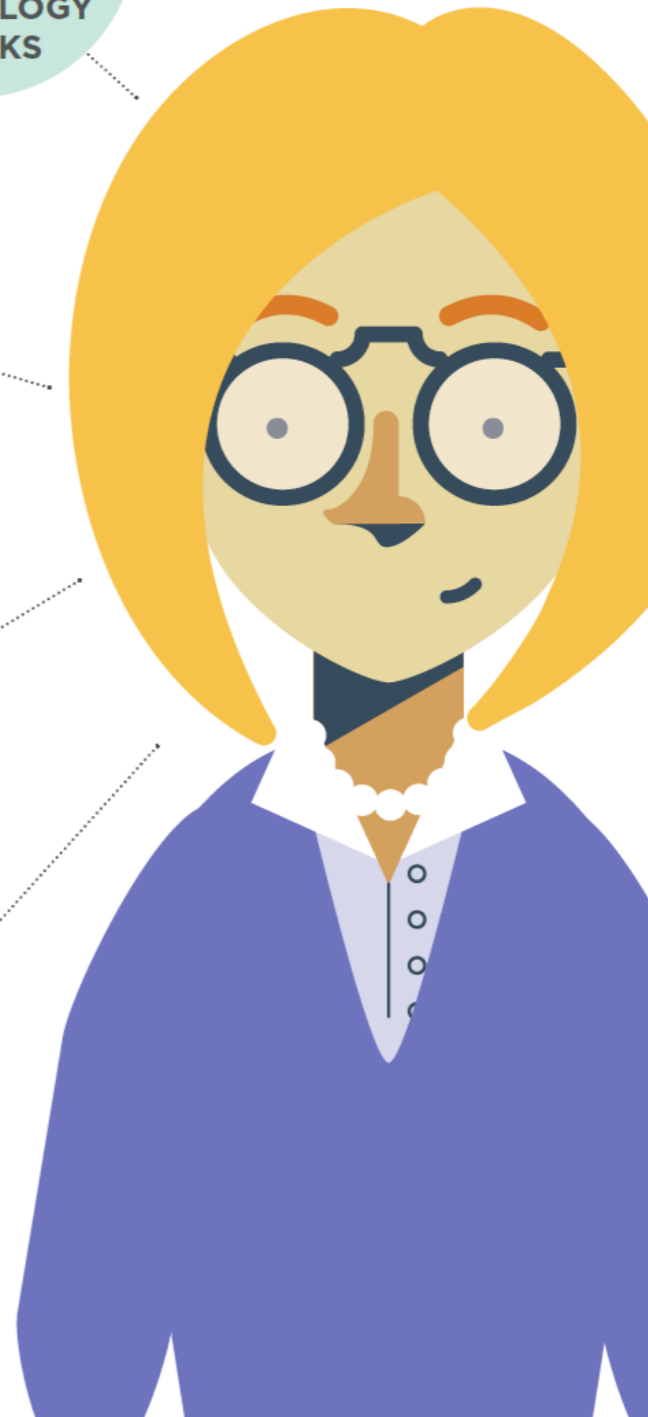
## *Slowing down and focusing on your breathing is a great way to re-center and de-stress!*

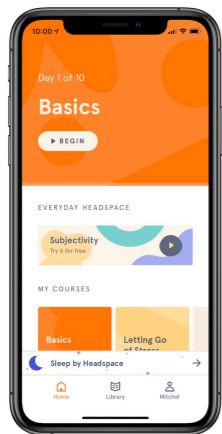
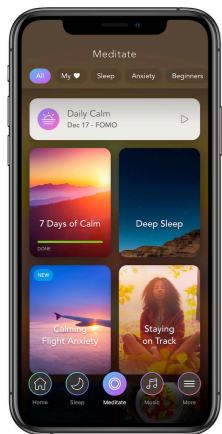
- Close your eyes and mouth
- Take in a deep breath through your nose, feeling your lungs fill up
- Zero in on the different sensations you are feeling
- Place a finger on your left nostril and breath in through the right nostril
- Switch positions, cover the right nostril as you breath in through the left
- Alternate nostrils several times
- You may let your mind wander
- Bring your attention back to your breath before slowly opening your eyes



## *This doesn't have to be long or extensive. Small moments of meditation can re-charge you during a busy day of teaching!*

- Sit in a comfortable chair in a quiet spot
- Close your eyes
- Breathe normally in and out of your nose
- Pick a mantra like "peace." It can be religious or secular, as long as it relaxes you
- Repeat this mantra silently as you breath in and out deeply
- Start with 5 minutes and work your way up to longer periods of time when able





Calm

Headspace



# BALLOON BREATHING



Have a seat and place your hands around your mouth like you are about to blow up a balloon.



Take a deep breath and inhale through your nose.



Slowly exhale through your mouth and spread your hands as if the balloon is blowing up. Keep your hands in place.



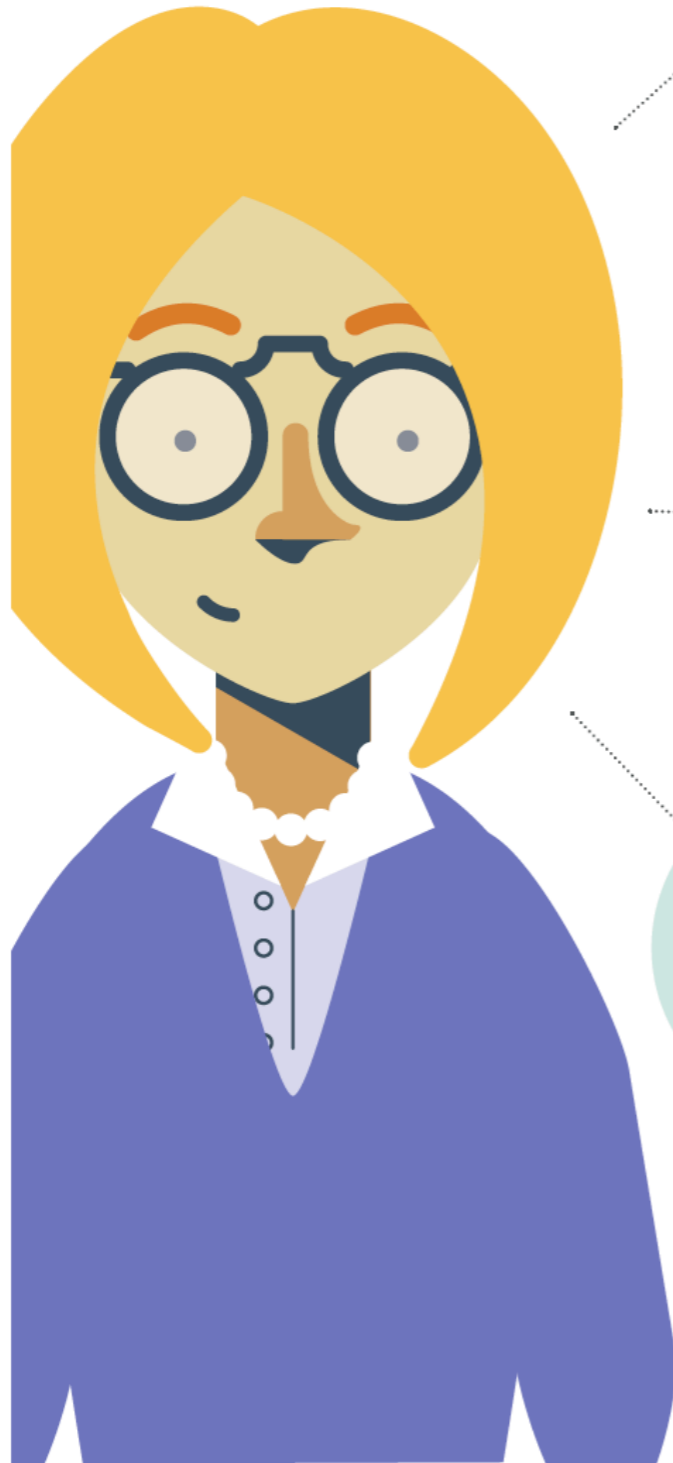
As you exhale again, spread your hands as if the balloon is getting larger and larger.



When your balloon is as large as it can get, relax. Repeat if needed.



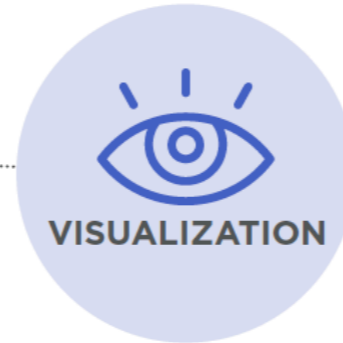
# 7 MINDFULNESS STRATEGIES



## BODY SCAN

*This is going to sound very technical but it isn't! We aren't using any machines here, just our minds, as we become more aware of our bodies.*

- Sit or stand in a comfortable position
- Close your eyes
- Take a few slow breaths
- Mentally focus on your forehead first:
  - Is there any tension?
  - Can I relax my forehead muscles?
- Then move to your eyes:
  - Are they tightly squeezed?
  - Can I feel them flickering rapidly?
  - Can I calm them down?
- Move down your body, "scanning" and removing tension as you go



## VISUALIZATION

*Create a mental picture as you take a sensory journey!*

- Print a selection of artworks for use (the best ones don't feature figures)
- Closely observe the artwork. Scan up and down, left and right
- Close your eyes as you begin to recreate the image in your mind
- Imagine yourself inside the art work
- Start to move about the artwork as you think about:
  - How are you moving? (walking, floating, swimming, etc.)
  - What is around me?
  - What textures do I see/feel?
  - What do I hear?
  - How do I feel in this space?



## NATURE BREAKS

*There are so many benefits to taking a break and going out into nature, but you can also bring the outdoors in!*

- Consider walking or biking to school, or during errands
- Go outside during your lunch break (don't take your phone with you!)
- Bring nature inside with nature sound tracks
- Surround yourself with the textures of nature (rocks, pebbles, leaves, stick, sand, etc.)
- Use diffusers to bring the smells of the outdoors in







# BRAIN BREAKS

for the ART ROOM

## BEACH BALL REFLECTIONS

Blow up a plastic beach ball. On each section write an element or principle of design. When students need a break from studio time, bounce the ball around. When a student catches the ball, they have to talk about the element or principle under their right hand as it relates to their work or another piece of work in the classroom.



## FINISH THE DRAWING

Create a bank of index cards. On each card make one mark. This could be a squiggle, a jagged edge or part of a shape. Give each student a card and challenge them to turn that mark into a full drawing. At the end of the challenge, create a mini gallery with the results.

## FINISH THAT TUNE

Ask students to pair up. Each student must then think of a song they know well. Each student takes turns humming their song. Their partner has to guess the song AND successfully hum the rest of it to their partner.



## NAME THAT EMOJI

Create a bank of cards with different emojis. Ask students to pair up and then give each student an emoji card. Students must replicate their emoji using only facial expressions. Can their partner successfully guess the emoji?

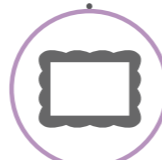
## STORY STARTERS

Small groups of students (try 3) sit in a circle. One is identified as the "starter." The teacher rings a bell, and the starter begins to tell a story. After a short amount of time, the teacher rings the bell again. This prompts a shift as the student to the right continues the story. With each ring, the storyteller role moves. The teacher can ring the bell as often as they like, but they must signal the last bell ring by saying "the end is near!" That student must end the story on their turn.



## VISUAL ABCs

This activity can involve the whole class! Start on one side of the room and work your way around the space. The first student has to identify something in the room that starts with the letter A (ex. apple). The next student must see something that starts with the letter B (ex. broom)...get the idea?



## INVISIBLE PICTURES

Create a bank of cards with simple subjects (ex. house, flower, hat). Give each student a card and ask them to pair up. Silently, students must draw their object in the air with their finger. Watching closely, can their partner guess what they are drawing?



Look at the learning styles above. Write down which one(s) you relate to the most. Think about how your learning style(s) affect your work in the art room. Respond either in writing or get creative and respond in a way that best suits you as a learner. For example, you might compose a song, draw a picture, or make up a dance to share your ideas.

THANK YOU FOR JOINING ME

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